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AUTHOR	Carlson, William D.
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ABSTRACT

The University of Wyoming elementary teacher education program, Professional Semester I, is designed to relate college theory to classroom practice. Two college instructors and three university school teachers work with students in 4-hour blocks 4 days a week. The students study basic teaching methods relating to the four educative processes--communication, learning, problem solving, and evaluation--for 2 of the 4 hours. The remainder of the time students observe and participate in learning activities in curricular areas involving the processes in grades 1, 3, and 5. Flexible scheduling within the 4-hour block enables students to observe activities both morning and afternoon. (Related program materials are present in the text and in the appendixes.) (MJM)

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An Entry For

The 1970 AACTE Distinguished Achievement Awards

Regarding

Professional Semester I

in

Elementary Teacher Education

Submitted by
Dr. William D. Carlson
President

SP 006 300

College of Education
University of Wyoming
Laramie, November 1969

Professional Semester I

Elementary Teacher Education Program
College of Education

University of Wyoming
Laramie

Summary of Professional Semester I

Recognizing that the content, order and timing of basic methods courses in the elementary education program needed study and improvement so college theory is more closely related to classroom practice and senior student teachers are better prepared and ready to assume teaching responsibilities, University School teachers and instructors of methods courses in the College of Education began a year's study of program improvement in October, 1966.

An experimental group of twenty students, enrolled in Professional Semester I in September 1967. Since then, a team of two college instructors and three University School teachers work with students in four-hour blocks four days a week during which students study basic teaching methods relating to the four educative processes--communication, learning, problem solving and evaluation for two of the four hours. The remainder of time students observe and participate in learning activities in curricular areas involving these processes in grades one, three and five. Flexible scheduling within the four-hour block enables students to observe classroom activities both morning and afternoon. By working with three different classroom teachers, students learn many approaches to teaching and become aware of children's distinct age characteristics at three grade levels. Students are helped

to intellectualize about their experiences with each age level and record both classroom activities and the theory relating to these practices in their Professional Journals which are read by team members. At the close of the semester students organize all materials received from methods instructors and prepared for the grades observed into a Professional File with which they begin full time off-campus student teaching the following semester or Professional Semester II. Each student and his third University School teacher complete evaluation forms for the observation and participation experience, both of which are filed in the student teaching folder.

The University School is part of the College of Education which bears the cost of the total program. The major emphasis in program evaluation of Professional Semester I has been on what the combination of theory and practice has meant to students prior to and following student teaching. Both faculty and students have been responsible for locating strengths and limitations. Major advantages have included the following: It is important to hear methods theory and see classroom the same day. Watching three different teachers work with three age groups helps one decide his grade preference. When one gets fired up about teaching he should be able to go right into student teaching. While Journal keeping is a drag, it definitely helps to establish a pattern of thinking which one uses immediately when in front of children. It is great to have your own materials to use when student teaching. The most difficult limitation of the program has been arranging a flexible schedule for faculty.

It is hoped that a more formal follow up program of College of Education graduates will be established to determine how effective this experience is when graduates assume responsibilities of their own classroom.

Explanation and Analysis of Professional Semester I

Need for Study. Many factors at the College of Education made it essential for faculty to reappraise the professional sequence and laboratory experience in the elementary education program. Student enrollment had increased twenty-five per cent. It was difficult for laboratory school teachers to provide quality classroom experiences for five or more student teachers each nine weeks plus being responsible for twenty-four children. There were not enough teaching stations off-campus to provide every elementary education student with two nine-week teaching experiences as in the past. It was difficult to create interest in teaching communication skills and problem solving methods when a whole year elapsed between the completion of methods and the beginning of student teaching. Many students needed assistance in understanding the inter-relationship of the methods courses and student teaching.

Development of Program. Cooperative staff planning began in October, 1966 when under the leadership of Dr. Bernadene Schunk, Chairman of the Professional Laboratory Experiences Committee, Dr. Walker, Associate Dean, Dr. Peters, Coordinator of Laboratory Experiences, four methods instructors, and six University School grade teachers met to examine, discuss and propose solutions to the above problems. The major purpose of committee meetings was to develop a more effective program of professional laboratory experiences. After months of study two distinct proposals were presented. It was decided to try both plans and evaluate them in operation. In Section I with Professor Halsted as Chairman, Dr. Schunk, Mrs. Watters, Miss Sutton and Mr. Kaiser worked as a team. In Section II, with Dr. Hollister as Chairman, Dr. Ankeney, Mrs. Jones, Mrs. Emmons, and Mr. Ross work together. This document is a description of Section II's development.

Beginning Fall Semester, 1967, elementary education students enrolled in the first Professional Semester I consisting of Education 610M, Educative Processes, 2 credits; Education 611F, Teaching Reading and Language Arts, 4 credits; Education 611G, Teaching Arithmetic, Social Studies and Science, 4 credits. Many students also include Education 625D, The Teacher and Elementary School Administration, three hours. The new course in this cluster of courses was Education 610M, Educative Processes, the observation and participation class which replaced the first student teaching experience.

Professional Semester II was divided in two nine week blocks with students enrolled in Education 708M, Student Teaching, eight credits, for half a semester and Education 706M, Educational Tests and Measurements, two credits, Psychology 531D, Exceptional Children, two credits, and other elective courses the other half. (See Appendix, Exhibit 1 for Advisee Planning Sheet for suggested course order.)

Since 1967, a pattern of working with students has developed. Faculty and students meet for orientation to Professional Semester I. Course outlines are distributed and discussed. (See Appendix, Exhibit 2). Evaluation forms for students and supervising teachers are distributed and reviewed so both groups are aware of types of evidence which is needed for arriving at judgments concerning the experience. (See Appendix, Exhibit 3a and 3b). A schedule of observations is set up so thirty students take turns working in classrooms. Each student observes and participates at least nine hours in two grade levels and eighteen hours at the grade level of his first choice at the end of the semester.

Each supervising teacher has a group conference once a week with all students assigned to her room. Plans are made for the week's activities.

Students help make charts, put up bulletin boards, study cumulative records, check written work. They teach individual children, write plans, teach and evaluate lessons for small and larger groups.

Methods course instructors keep informed as to the type of activities students are engaged in and relate course content to these experiences. Assistance for developing the Professional File is given. (See Appendix, Exhibit 4).

Objectives. During the past two years the major purposes for Education 610M, Educative Processes have become:

1. To enable elementary education students to observe the four educative processes--communication, learning, problem solving, evaluation--functioning in elementary school classrooms.
2. To enable students to participate in using these four processes in classroom activities with children.
3. To have each student plan, teach and evaluate several learning experiences involving all four processes in the curricular areas of arithmetic, language arts, reading, science, social studies.
4. To enable students to intellectualize their professional experiences by organizing and summarizing their major learnings in a professional journal.
5. To have students prepare a summary evaluation of their observation and participation activities for their student teaching foler.

(See Appendix, Exhibit 1 for complete course outline.)

Personnel. Members of the instructional team for Professional Semester I include the following:

Dr. George Hollister, Professor of Elementary Education, Chairman

Dr. Margaret Ankeney, Associate Professor of Educational Foundations and Elementary Education

Mrs. Dorothy Jones, First Grade Supervising Teacher

Mrs. Karen Crockett, Third Grade Supervising Teacher

Mrs. Shirley Olsen, Fifth Grade Supervising Teacher

Dr. Bill Tillery, Associate Professor of Science Education joined group September, 1969.

Budget. All members of the above team are faculty of the College of Education which bears the cost of the total program of teacher education at the University of Wyoming.

Contributions to Teacher Education. Faculty and students consider Professional Semester I to be an important aspect of the teacher education for the following reasons:

1. Readiness to become involved in teaching is an important aspect of teacher preparation. Senior students want more from methods courses when they realize they need this information within a few months. (See Appendix, Exhibit 3)
2. Graduates are entitled to a successful teaching experience in their own classrooms. Apparently the emphasis on recognizing and recording the basic aspects of teaching for Professional Journals programs this information on their mental computers and is available for instant retrieval when in front of their own classrooms.
3. Students are unable to predict teaching needs and should have information at finger tips. The Professional Journal, Professional File and Picture File are immediate sources of information.
4. Off-campus supervising teachers are noting a change in student teachers from the College of Education. They seem to be more aware of children and want to reach the range of differences they encounter.

Evaluation. Continuous evaluation has been an integral part of Professional Semester I with suggestions for improvement coming from both faculty and students. A major emphasis has been on the value of the combination of methods and practice to students. At the close of each semester students and supervising teachers prepare separate evaluations, both of which are filed in student teaching folders. Each semester all participants in the program have identified strengths and weaknesses. Major changes have been made in terms of these suggestions.

When students return to the campus for the Teaching Seminar following student teaching they complete forms on those areas of teaching relating to the four processes. (See Appendix, Exhibit 5). A survey of student teacher evaluations in the area of needs indicate that a major portion of these limitations relate to the student situation, the nature of the assignment, and the students field of experience. The most frequent complaint is, "I wish I'd have gotten more from the methods courses. I just didn't know I needed it."

It is hoped that in the near future the College of Education will set up an annual follow-up of graduates so an evaluation in terms of teacher education program objectives can be made.

APPENDIX

APPENDIX

Exhibit 1 - Advisee Planning Sheet

Exhibit 2 - Education 610M Course Outline

Exhibit 3a - Student Evaluation Form

Exhibit 3b - Supervising Teacher Evaluation Form

Exhibit 4 - Suggested Topics for Professional File

Exhibit 5 - Education 610M Student Teacher Evaluation Form

Exhibit 6 - Professional Semester I Slides and Captions

Exhibit 1

College of Education

ADVISEE PROGRAM PLANNING SHEET

(A suggested order for those courses required for Elementary Education students)

University of Wyoming

Advisor_____ Major_____ Area of Concentration_____

Date of Entrance_____

Name_____ Home Address_____
(last) (middle) (first) (street) (city) (state)

Laramie address_____ High School_____
(telephone) (name) (date)

PROGRAM OF COURSES

FRESHMAN YEAR_____

First Semester			Second Semester		
Dept.	No.	Cr.	Dept.	No.	Cr.
Ed Fnd	300D	1			
Psych	302D	4			
Eng	301F	3	Eng.	301G	3
P.E.		½	P.E.		½

JUNIOR YEAR_____

First Semester			Second Semester		
Dept.	No.	Cr.	Dept.	No.	Cr.
			Professional Semester I		
Psych	530D	2	Ed C&I	610M	2
OR					
Ed Fnd	790D	3	Ed C&I	611F	4
Geog		3	Ed C&I	611G	4
Ed C&I	613D	3	Ed Adm	625M	3
Ed C&I	617D	3	(Apply for student teaching Oct. 15 or Apr. 15)		

SOPHOMORE YEAR_____

First Semester			Second Semester		
Dept.	No.	Cr.	Dept.	No.	Cr.
Ed Fnd	404D	3	Ed Fnd	405D	3
Hist	341F	3	Hist	341G	3
Geog	301F	3	Hist	360G	2
Math	507F	3	Math	507G	3
Speech Path.	320D	3	Lib Sci	414D	3
P.E.	385D	2			
P.E.		½	P.E.		½

SENIOR YEAR_____

First Semester			Second Semester		
Dept.	No.	Cr.	Dept.	No.	Cr.
Professional Semester II **					
Ed C&I	708M	8			
Courses blocked opposite student teaching:					
Psych	531D	2			
Ed Fnd	706M	2			
Suggested Blocked electives:					
Ed Adt	676D	3			
Geog	671D	3			

**Upon completion of 80-100 hours credit make degree check. The thirty-six (36) hours of required general education courses and twelve (12) hours required for area of concentration are planned around this suggested arrangement.

Exhibit 2

EDUCATION 610M

Educative Processes
Fall Semester 1969
(Two hours credit)

I. Instructors: Mrs. Jones, Mrs. Crockett, Mrs. Olson, Dr. Ankeney, Dr. Tillery
Dr. Hollister, Chairman

II. Prerequisites:

Students have completed Psychology 302D, Education 300D, Education 404D, Education 405D, and have a 2.00 GPA.

III. Professional Semester:

Education 610M (two hours), Education 611F (four hours), Education 611G (four hours) are taken in a four-hour block 9:00-11:00 a.m. or 1:00-3:00 p.m. the semester preceding student teaching. Education 625D (three hours) is usually taken during the same semester.

IV. The Major Purposes of Education 610M, Educative Processes, are:

A. To enable elementary education majors to observe the four educative processes--communication, learning, problem solving, evaluation--functioning in elementary school classrooms.

B. To enable teacher education students to participate in using these four processes in classroom activities with children.

C. To have each student plan, teach and evaluate several learning experiences involving all four processes in several curricular areas: arithmetic, language arts, reading, science or social studies.

D. To enable students to intellectualize their professional laboratory experiences by organizing and summarizing their observations in a professional journal.

E. To have students prepare a summary evaluation of their observation and participation experiences for student teaching folders.

V. More Specific Objectives Include the Following:

A. To use the Communication Process effectively in all teaching-learning situations (Education 611F).

1. To review the basic structure of the communication process, its principles, and responsibilities.

2. To study the communications skills used in the classroom--speaking, observing, listening, writing, spelling, and reading.

3. To be able to communicate with each of three age groups--topics, choice of words, clarity of directions, guiding discussion types of questions.

4. To observe the various levels of verbal interaction used by teachers and learners at three age levels and to improve quality of own interactions with learners.

5. To be able to identify the various verbal and non-verbal communication skills which permeate the entire curriculum at three levels.

6. To use a variety of audio-visual materials to reinforce learning in the communication skills.

B. To use the Learning Process in planning, doing and evaluating individual and limited group activities with each grade level.

1. To review the learning process as studied in Education 405D.

2. To review the philosophical values from Education 404D and relate these to the purposes back of the learning activities observed in the classroom.

3. To review the physical, social and emotional characteristics of this age group in order to plan for children.

4. To be able to identify and discuss individual differences of the learners in the classroom.

5. To observe various learning activities in progress in the classroom and to analyze them in terms of the learning process.

6. To be able to relate the content of a lesson being taught to the experience of children in the group.

7. To observe how a concept is taught and teach the development of a concept.

8. To select an area of learning and with supervision plan, teach and evaluate a lesson.

9. To plan for individual differences in the group.

C. To observe the use of the Problem Solving Process in informal and formal classroom situation. (Education 611G)

1. To review the problem solving process studied in Education 405D.

2. To be able to identify aspects of problem solving (finding and testing hypotheses) in social studies, mathematics, and science.

3. To be able to identify the aspects of discovery approach in teaching arithmetic and science.

4. To be able to identify various stages of problem solving used in the development of a unit of study in science and social studies.

5. To be able to identify the interrelationship of various academic areas involved in the development of a unit of study.

6. To be able to observe the introduction of a unit, the pupil-teacher planning, involved individual and group activities, planned and carried out the development of content through research and other learning experiences.

7. To participate in the culmination or evaluation of a unit of study.

D. To use the Evaluation Process in a variety of situations throughout the professional semester (Ed. 405D, Ed. 611F, Ed. 611G)

1. To review the evaluation process, its principles and functions.

2. To learn the ways teachers evaluate learners demonstrating that planning can be done both for the children and with them.

3. To be able to correct written work and use results constructively to promote the growth of the learner.

4. To be able to recognize the continuous use of evaluation in all teaching-learning situations.

5. To be able to identify and become informed about various ways teachers report learner progress to parents.

6. To discuss the interrelationship of all four educative processes in teaching and learning.

VI. To accomplish the above special objectives, the following guidelines are suggested to Education 610M students as they observe and participate in the four educative processes in grades one, three, and five in the University Laboratory School.

A. The Learners (Suggestions for the first few days of each observation period.)

1. Review the physical, social, and emotional characteristics for this age youngster received in Education 405D.

2. Review the physiological needs of people and how the teacher provides for these in the classroom.

3. Gather data regarding the range of individual differences in each age group--slow, medium, fast workers, tall, medium, short youngster, etc.

4. Make a seating chart of the class and learn the names of the children as soon as you can.

5. Identify some of the problems of this age group and find out how they are dealt with by the teacher in the room.

6. Review the psychological need of people and look for ways the teacher provides for these.

7. List the provisions the teacher makes for physical and mental health of children.

8. Describe the emotional climate of the classroom.

9. Describe work habits of various children.

10. In talking with children ask them how they feel about school and about what they learn.

B. Communication Process used at each grade level.

1. Identify the use of the communication process in all class activities.

2. Study the way communication skills are taught and used in classrooms--observing, speaking, listening, writing, reading, spelling.

3. Make a list of the materials of instruction used--books, author, title, publisher of, date of, workbooks, chalkboard directions--used for each.

4. Try to identify various levels of verbal interactions between learners and teachers in the room.

5. Try to discern how the teacher considers each child's field of experience when communicating with him.

6. Study the variety and effectiveness of the nonverbal communication used in classroom-gestures, body movement, facial expressions, signs, bulletin boards, maps, pictures, objects.

7. List the variety of audio-visual materials used to reinforce learning. What is the purpose of each technique; how used?

C. The Learning Process used by each teacher in daily activities.

1. Identify different kinds of learning activities planned in terms of the learner's age, interests, abilities, and needs.

a. Make a copy of the daily schedule, note the length of periods in terms of the age group.

b. What topics are studied in each subject area? Why?

c. What routine procedures have teacher and children established?

D. What standards of classroom behavior are set up with children? How evaluated?

2. Study how each classroom is organized for learning.

   a. Note the room arrangement of furniture. Why arranged this way? How changed? When?

   b. Study how materials and equipment are stored. Where? Why?

   c. Make a list of learners responsibilities for room duties. What does the teacher take care of?

   d. Note ways of passing and collecting of the materials teachers and children use.

3. Identify how the learning process is used when the teacher plans and teaches learning experiences. Check bulletings on learning process and "The What, Why, How for Planning."

   a. Identify parts of lesson plan--assignment, materials, purposes, procedure, evaluation of lessons observed. Each teacher has usually established a pattern for teaching the lesson.

   b. Identify the learning principles used in different types of lessons. Ask teachers why they use the patterns they have developed.

   c. Note the provisions for individual differences--time, procedure, materials in the different subject areas.

   d. Be aware of difference in detail required for planning a single lesson, a series of lessons, a unit, the curriculum guide.

   e. Be aware of the techniques used by teacher to motivate children to become engaged in different learning activities.

   f. Be aware of ways teachers plan ahead for a day, a week, and a month. How does the teacher provide for the X factor?

   g. Write, teach, and evaluate a lesson with a group of children.

D. <u>The Problem-Solving Process</u> used in mathematics, science, social studies, and all problem situations at each grade level.

1. Identify the various stages of problem-solving used in social studies, science, mathematics.

2. Identify the steps of problem solving used in pupil-teacher planning.

3. Become aware of the use of critical thinking in all class discussions.

4. Identify the aspects of the discovery approach in teaching arithmetic, science, phonetic principles.

5. Observe the various phases in the development of a unit of learning. Introduction, content development, culminating activity, evaluation.

6. Identify the inter-relationships of various curricular areas in the development of a unit of study.

E. Evaluation Process used in all learning activities.

1. Identify the use of the different steps in the evaluation process in learning activities for self and children.

2. Be aware of the daily use of evaluation as children set up standards for an activity, engage in activity, and review the outcomes in group discussion.

3. Learn how to correct written work accurately and use results constructively.

4. Be aware of the many different types of evidence of pupil behavior teachers gather about children.

5. Learn how classroom teachers report pupil growth to parents.

6. Learn how to use the evaluation process in determing own growth in Education 610M

VII. Educative Processes Requirements in the Professional Block

A. Students hold the hours 9:00-11:00 a.m. and 1:00-3:00 p.m. daily for observation and participation in grades one, three and five.

1. Observation periods consist of assignments in all three grades on a basis of two three week periods, and one six weeks period.

2. Students request the grade of their first choice for the six weeks period.

B. Students arrange with each of the three University School teachers for a weekley conference--at 8 A.M. on Tuesday or Thursday or at their convenience.

1. Teachers explain their classroom procedures, reasons for certain aspects of teaching.

2. Students ask for information about the learning situation which did not appear during observations.

C. Students keep a record of their observation and participation in terms of the information gathered about topic outlines in course outline paper and compile these into a Professional Journal.

1. The Journal is handed in at the end of each observation period. The student included teachings materials received from the teachers at each grade level.

D. At mid-term and at the end of the semester each student evaluates his experiences in terms of the evaluative sheets provided.

1. Laboratory school teachers will complete the evaluative form for each student at the end of each assignment.

2. The students final self-evaluation and the evaluation forms of each laboratory school teacher will be filed in the students folder in the office of the Supervisor of Student Teaching.

Exhibit 3a

STUDENT EVALUATION FOR
EDUCATION 610, EDUCATIVE PROCESSES
College of Education, University of Wyoming

Student_____ Semester_____

Grade Participation (1)_____ (2)_____ (3)_____

Dates: (1)_____ (2)_____ (3)_____

Supervising Teacher: (1)_____ (2)_____ (3)_____

Summary of Abilities to Work with Educative Processes

(In terms of the three participating experiences listed above, each student completes the following statements by recording those activities and understandings which apply.)

1. I know how to study learners in a classroom having engaged in the following activities:

2. I know how to plan and teach lessons using the learning process:

3. I know the communication process and how to use it with children in daily activities:

4. I know the problem solving process, saw it used in various areas of curriculum. I was able to use problem solving in the following situations:

5. I know the evaluation process and used it in the following situations:

6. Additional activities in which I assisted during this semester include the following:

7. Professional Activities:

   a. Professional Journal

   b. Professional File

   c. Professional Organizations

Exhibit 3b

SUPERVISING TEACHER'S EVALUATION
for
EDUCATION 610M, EDUCATIVE PROCESSES
College of Education, University of Wyoming

Student_____ Semester_____

Grade Assignment_____ Date_____

Supervising Teacher_____

School_____

Professional Abilities

(The classroom teacher writes a comment on only those items listed below which apply to the period of time the student was in the classroom for six weeks of the semester.)

1. Knowledge of Learners

   a. Respect for children

   b. Knowledge of this age group's characteristics

   c. Awareness of learner behavior

   d. Awareness of causes of learner behavior

2. Use of Learning Process

   a. Ability to plan, teach, and evaluate lessons

   b. Ability to relate topic to children's lives

   c. Ability to motivate children

   d. Ability to understand full teaching day

   e. Ability to understand full teaching day

   f. Understanding of period in terms of whole program

Additional Comments:

3. Use of Communication Process

   a. Use of clear effective speech

   b. Poise in front of group

   c. Use of correct written expression

   d. Writes on chalkboard clearly and legibly

   e. Use of correct spelling

   f. Production of clear effective work sheets

   g. Production of effective bulletin

   h. Use of effective audio-visual materials

4. Use of Problem-Solving Process

   a. Sensitivity to problem situations in classroom

   b. Awareness of problem solution in arithmetic

   c. Awareness of problem solution in science and social studies

   d. Participation in classroom unit

5. Use of Evaluation Process

   a. Ability to construct effective evaluation instruments

   b. Ability to interpret evaluative instruments

   c. Ability to evaluate own strengths and weaknesses

   d. Ability to evaluate own strenths and weaknesses

Additional Comments:

6. Development of Professional Competence

   a. Punctuality

   b. Preparation

   c. Willingness to help

   d. Enthusiasm for Teaching

   e. Professional Ethics

Additional Comments:

Exhibit 4

Suggestions for Ed. 610M
Professional File

Below are listed possible headings for folders of material which you will collect this semester for your own Professional File. The $3.00 duplication fee for instructional material in Ed. 611F will produce a major portion of your initial collection.

As you progress through this last year of your college program peruse newspapers and magazines for articles to add to the collection.

Many of the major publishing companies print in-service bulletins. for teachers. When possible obtain scope and sequence charts for the areas of the curriculum you will teach.

People - The Teacher and Teaching
The Learner (Disadvantaged, Accelerated)
Parents

Communication

Communication in General
Communication-Non-verbal
Language Arts (Scope and Sequence Charts)
Vocabulary Development
Observing-Vision
Speaking
Listening
Writing (Zaner Bloser, Creative)
Spelling
Reading in General
Methods and Approaches
Word Recognition Skills - Phonics
Comprehension Skills
Locating Information, Study Skills
Oral Reading

Learning

Planning for Learning
Lesson Plans
Learning Activities

Evaluation

Evaluation of Learning
Records and Reports

Content Areas

- Art
- Games
- Geography
- Health
- History
- Mathematics
- Music
- Science
- Social Studies

Publishers

Pictures

Exhibit 5

Education 610M

Evaluation of Educative Processes Used in Student Teaching

Dr. Ankeney, Dr. Hollister, Mrs. Jones, Mrs. Duncan, Mr. Overholt

Student Teaching Situation

Town	School	Teacher	Grade	Amount of full time teaching
___	_____	_____	_____	_____

In terms of the four Educative Processes stressed in Education 610M and the observation and participation you did in grades one, three, five, write your thoughtful opinion regarding competence, assistance or improvement under each process.

I FELT COMPETENT TEACHING	I KNEW WHERE TO GET ASSISTANCE (SOURCE)	MY SUGGESTION FOR IMPROVING THIS ASPECT OF EDUCATION 610M, 611F, 611G.
Communication Skills--Listening, speaking, reading, writing, spelling. (Process)		
Planning for Learning--Daily and unit plans, use of teacher's manuals, curriculum guides. (Process)		

I FELT COMPETENT TEACHING	I KNEW WHERE TO GET ASSISTANCE (SOURCE)	MY SUGGESTIONS FOR IMPROVING THIS ASPECT OF EDUCATION 610M, 611F, 611G are:
Using problem solving--science, social studies, mathematics. (Process)		
Evaluating daily learning activities--summarizing learning behavior, helping with report cards.		

What did you consider to be the most surprising aspect of working with children.

Which courses were you most aware of while student teaching? Why?

Do you feel your room teacher could have taught methods in conjunction with student teaching? Why? If yes, which ones?

As you worked with children of what conscious use was your Professional Journal or your Professional File?

Additional comments: